

Dallas Principal and Teacher Incentive Pay Program

The Dallas Independent School District (DISD) Principal and Teacher Incentive Pay program is designed to reward effective teachers and principals who raise levels of and maintain high standards for student achievement. It builds on DISD's existing Outstanding School Performance Awards program and incorporates a focus on teachers and principals. Value-added results and other direct achievement measures will be used to assess eligibility for teacher and principal incentives.

Needs Assessment Results and General Information

In 2006, DISD enrolled 161,244 students: 5.3 percent white, 62.7 percent Hispanic, 30.8 percent African American, 1.0 percent Asian or Pacific Islander, and 0.3 percent Native American. Nearly 83 percent (82.9%) of students qualified for free or reduced-price lunch and 29.8 percent were limited English proficient. Ninety-seven percent (214/220) of the DISD campuses met the definition of high-need schools. The 2005-06 preliminary results of the state assessment, given in grades 3 to 11, showed increasing trends for math and reading.

However, many of DISD's schools are far from the No Child Left Behind goal for 2014. Fifty-four percent of Dallas high schools missed adequate yearly progress for 3 consecutive years. In 2005, approximately 1,100 of 6,600 academic core teachers met high achievement standards.

As of October 2007, DISD enrolls 158,266 students: 4.8 percent are white, 65.3 percent are Hispanic, 30.7 percent are African American, 0.9 percent are Asian or Pacific Islander, and 0.2 percent are Native American. About 78 percent (77.7%) of the students qualify for free or reduced price lunch and 30.9 percent are limited English proficient. Ninety-seven percent

(212/218) of the Dallas ISD non-alternative campuses meet the TIF definition of high-need schools. The 2006-07 results of the state assessment, given in grades 3 to 11, show increasing trends; however, 46 campuses missed AYP this year with six high schools missing adequate yearly progress five years in a row and five high schools missing adequate yearly progress four years in a row. At the middle schools, 14 out of 23 non-magnet schools missed AYP.

Background

The new program will complement the district's existing program, which has been in place since 1992, by concentrating on individual teachers whose students achieve significantly above expectation and principals who significantly raise the level of teacher effectiveness.

The new program will also add incentives for professional development and assignment to a high-need school or content.

Incentives

In August 2007, principals received a "Principal Incentive Rating," which is a weighted average of five performance indicators. They are eligible to receive \$7,500-\$10,000, as well as additional board-approved raises. Beginning in the 2007-08 school year, qualified

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AWARD DATE	November 2006
DURATION	5 years
PARTNERS	N/A

teachers and principals in 16 high-needs school pilot programs receive \$6,000 to \$10,000 respectively. This incentive is being provided to highly qualified teachers and principals who agree to the assignments in the state-mandated reconstituted schools and the Superintendent Learning Community schools. Additionally, a comprehensive model of incentives for teachers is being proposed to the Dallas school board for November 2007 vote. Eligible teachers will be awarded incentives based upon value-added, achievement—related portions of the district's accountability system. Additional incentives are given for professional development, assignment to a high-need school or content area, and participation in the Campus Improvement Leadership Team.

Evaluation

Principals will continue to be evaluated via personnel conferences several times a year in eight competency areas; teachers will be evaluated across eight domains. A research study is being planned to improve the validity of the current teacher evaluation system. The project evaluation will consist of the following components: process evaluation of effective teachers, compliance examination, participant surveys and interviews, data analysis, and management memos and reports.

Resources

Grant and district matching funds will be used to improve existing databases, develop a Web-based performance monitoring system, coordinate and introduce the new project district-wide, evaluate the program, develop teacher and principal evaluation instruments, enhance professional development opportunities, and award effective teachers and

principals. For sustainability, the district will consider reallocation of other state and Federal funds. District budget and state grants provide the current source of funds for incentives.

Data Systems

Existing databases will be improved and a new Web-based system will be developed for teachers and principals to track student-teacher assignments. The new database will serve as a means for subsequent assessments of teacher and principal incentives eligibility.

Year 2 Activities

In 2007-08, Dallas ISD continued to enhance the existing performance pay programs. The new TIF-funded, Dallas Performance Pay program gives classroom- and school-level awards to teachers and campus staff. The program was piloted in 59 schools and is based entirely on a value-added student achievement rating. Additionally, Dallas ISD continued the implementation of the high-needs incentive program, the principal incentive program, and incentives for academic leadership. The payouts of incentive awards during the 2007-08 school-year included a December 2007 payout to principals based on their 2006-07 performance, academic leadership stipends, and payout to core teachers in high-need schools.

Outlook for Year 3

In 2008-09, the Performance Pay program will be offered districtwide. Also during the upcoming school year, incentives funded by a state grant will be offered. The District Award for Teacher Excellence will emphasize collaboration between core and non-core teachers to increase student gains.